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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for fourth grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

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LANGUAGE ARTS

CURRICULUM GUIDE

THE BETTER SCHOOLS PROGRAM
It Works!
Tennessee Department of Education

TENNESSEE DEPARTMENT OF EDUCATION

1987 EDITION

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LANGUAGE ARTS

CURRICULUM GUIDE

STATE OF TENNESSEE

STATE DEPARTMENT OF EDUCATION

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The Department of Education gratefully acknowledges the contributions of the numerous educators across the state of Tennessee whose dedication and tireless efforts made the Language Arts Curriculum Guide possible. Only through the efforts and skill of so many individuals working together unselfishly could this task have been completed.

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FOREWORD

The Language Arts Curriculum Guide is designed to identify the minimum skills students should master at each grade level. Some of the skills included in this guide are skills which were previously covered by BSF Reading and are closely correlated with the revised BSF Reading. Since this correlation is so great, each of the language arts objectives is a very critical objective. Unlike the BSF Reading program, there are no mastery tests or individual student records required for language arts.

The guide is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn language arts skills and develop the ability to apply them in everyday life. Its use will enable students to understand and use effective oral and written communication, to think logically, critically, and creatively, and to apply these skills in other content areas.

Note: Although some of the terminal objectives have been revised, the intent of them remains the same and the framework will be changed in the next cycle.

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. **RULES, REGULATIONS, AND MINIMUM STANDARDS** of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum is organized into seven strands: Handwriting, Grammar and Mechanics, Spelling, Composition, Thinking and Organizational Skills, Listening Skills, and Oral Communication Skills. Terminal objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (language arts), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 431A1.04 is translated as follows:

4 = Grade 4
3 = Language Arts
1 = Strand - Handwriting
A1 = Terminal Objective
04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to ensure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

The language arts curriculum is designed to provide a scope and sequence for the teaching of language arts. Implementation of the language arts curriculum guide requires initial inservice training, on going staff development and evaluation through monitoring.

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LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 431A1.00 To understand handwriting procedure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 position the paper for manuscript or cursive writing.	Appropriate paper position is determined by the type of writing being done and the hand used by the student. For manuscript writing, the paper should be straight for a right-handed student and slanted toward the right for a left-handed student. For cursive writing, the paper should be slanted toward the left for a right-handed student and toward the right for a left-handed student.	demonstrating, observing, comparing	A. Have students position their papers on their desks. Provide them with pictures of left-handed or right-handed students who have their papers correctly positioned for manuscript or cursive writing. Ask the students to make any necessary corrections in the positions of their papers.		
		modeling	B. Have students mark the correct paper position on their desks with masking tape. The tape will serve as a reminder for proper positioning.		
		appraising	C. Have students check one another for correct paper position.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 431A1.00 To understand handwriting procedure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.02 hold a writing instrument correctly.	The pen or pencil should be held in the writing hand with a relaxed grip. The thumb should be alongside the pencil at least an inch from the point. The index finger should be on the top of the pencil and slightly lower than the thumb. The middle finger should be on the outside of the pencil, slightly lower than the index finger, and slightly under the pencil. The last two fingers should be beside the pencil.	observing, comparing, demonstrating	A. Have students demonstrate holding a pencil. Display a picture of a hand holding a pencil properly and a list of the steps to proper instrument positioning. Ask the students to make any necessary corrections in the positioning of the writing instrument.		
		appraising	B. Have students check one another for correct instrument positioning.		
1.03 sit properly when writing.	The student should sit comfortably erect at a desk of the proper size, with both feet flat on the floor, and with the elbows off the desk.	comparing, appraising	A. Show students a picture that illustrates the correct writing position. Then ask them to make any necessary changes in their writing positions.		
		appraising	B. Have each student select a writing "buddy." The buddies will remind each other when they are not sitting properly for handwriting.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 431B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 demonstrate correct manuscript handwriting.	Manuscript writing should be approached from a maintenance viewpoint. Students should be aware of the fact that manuscript writing is appropriate for such tasks as map work, art work, crossword puzzles, and filling out forms.	applying, synthesizing	A. Give students a simple map to label in manuscript.		
		applying	B. Have students use manuscript writing to make a poster promoting their favorite products.		
		applying	C. Give students an application form for a classroom "job" such as cleaning erasers, washing the chalkboard, or straightening books. Have students apply for the job by filling out the form in manuscript writing.		
1.02 demonstrate correct letter formation, slant and letter alignment in cursive writing.	Students should already be able to form all upper-and lower-case letters correctly. Emphasis should be placed on refining style. Students having difficulty forming letters in cursive should receive instruction from an appropriate handwriting textbook to correct the deficiencies.	demonstrating, comparing	A. Have students copy a poem from a model. Teacher evaluation will determine whether or not a student is demonstrating correct letter formation.		
		demonstrating, comparing	B. Organize a handwriting center with a variety of paper and writing instruments. Have students practice writing cursive letters. Display a model of the cursive alphabet at the center for students to use to check their letter formations.		

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 431B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 (continued.)		applying, evaluating	C. Have students write a short paragraph in cursive from a model. Give students a file card each and have them cut a hole in it slightly larger than one letter. Use the card to expose one letter at a time noting incorrectly formed letters in regard to line placement and slant.		
1.03 join letters when writing words in cursive	One or more strokes can be combined to join letters together. The upper-case letters A, C, E, H, J, K, M, N, R, U, Y, and Z always connect to the letters that follow them. The upper-case letters D, F, L, O, P, Q, V, W, and X never connect to the letters that follow. The upper-case letters B, G, I, S, and T may or may not join the letters that follow.	analyzing	A. Following instruction on letter combinations, ask students to suggest letter combinations that could be difficult for them to produce. Have them practice joining the letter combinations by writing the combinations in various colors.		
		applying	B. Using the letter combinations in the previous activity, have students write one or more words for each combination.		
		comprehending, demonstrating	C. Show students the list of rules for joining upper-case letters. Dictate several words to the students in which the first letter is capitalized. Have them write the words and find the appropriate rule that relates to them.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 431B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 use spacing and margins in cursive writing.	The space between words should be approximately the width of a small oval. The space between sentences should be about equal to the size of an upper case "O." The teacher will set appropriate margins.	applying, evaluating	A. Have students copy a paragraph from a cursive model. Using the following checklist, ask students to answer the questions with yes or no: 1) Is the spacing within words right? 2) Is the spacing between words right? 3) Is the spacing between sentences right? 4) Do letters sit on the baseline as they should? 5) Are the letters formed properly? 6) Are the letters slanted properly? 7) Are letters properly joined? 8) Is my writing neat? 9) Did I write within the margins? Teacher evaluation should also be conducted.		
		demonstrating, comparing	B. Write a poem on an acetate sheet with lines and margins exactly like those on the students' papers. Dictate the poem to the students. Have them use the acetate overlay to check for proper letter formation, spacing, and margins.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 431C1.00 To understand the standards of legibility in handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize the elements of legible handwriting.	Legibility in handwriting involves five important elements: 1) letter formation - Reinforcement in the basic strokes should be given as needed. 2) spacing - Consistency in spacing between letters, words, and sentences should be stressed. 3) slant - Uniformity of slant is important. Too much or too little slant should be corrected. 4) alignment and proportion - Alignment refers to keeping the letters even at both top and bottom. Proportion refers to the height of letters. The tallest letters (b, f, h, k, l, and all upper-case letters) are almost as tall as the space between lines. The middle letters (d, p, t) are about two-thirds of the space height. The other letters are one-third of the space height. When parts of letters extend below the line (f, g, etc.), they should fill about one-half the space. 5) line quality - Attention to smoothness and clarity is important. Too much or too little pressure may result in lines that are too heavy or too light.	evaluating analyzing	A. Provide students with a checklist of items that are important to the development of legible handwriting and ask them to compare samples of their work with the checklist. The checklist can include items such as the following: 1) Are my letters formed and joined correctly? 2) Are the letters the proper size and shape? 3) Did I use adequate spacing? 4) Do the letters have a uniform slant to the right? 5) Do the letters sit on the baseline? 6) Are there proper margins? B. Have students make a list of items to improve as they assess their work and prepare to write other assignments.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 identify the subject of a sentence.	The complete subject of a sentence includes all the words that tell about someone or something. The simple subject includes the main word or most important words.	identifying	A. Give students several sentences and have them circle the complete subjects. Have them draw a line under the simple subjects.		
		identifying, synthesizing	B. Have students pick their favorite holiday and write five sentences about how the holiday affects each of their senses. Then have them circle the complete subjects and underline the simple subjects.		
1.02 identify the predicate of a sentence.	The complete predicate of a sentence includes all the words that tell what the subject does or is. The simple predicate includes the main or most important words.	identifying	A. Give students several sentences and have them circle the complete predicates. Have them draw a line under the simple predicates.		
		identifying	B. Give students a copy of an appropriate grade-level story. Have them underline all the predicates in the story. This should be a very short story.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 identify compound subjects and predicates.	A simple sentence may have more than one subject, which is called a compound subject; or more than one predicate, which is called a compound predicate.	identifying	A. Give students several sentences that include compound subjects and have them identify the compound subjects. Repeat this activity for compound predicates.		
		identifying	B. Give students a list of sentences that include sentences with either compound subjects or compound predicates. Have them highlight the compound subjects in one color and the compound predicates in another color.		
1.04 identify a compound sentence.	Simple sentences that have some relationship to one another can easily be combined. Two complete sentences can be joined together by using the words "and," "or," "but," and putting a comma before the word. For example, "Joan is going to the beach. Her brother cannot go with her." "Joan is going to the beach, but her brother cannot go with her."	identifying	A. Give students several simple and compound sentences. Have them identify the compound sentences.		
		identifying	B. Give students a list of compound sentences. Have them underline each simple sentence and circle the conjunctions.		
		identifying	C. Write several simple and compound sentences on index cards. Provide two boxes labeled "simple" and "compound." Have students place the cards in the appropriate boxes. Provide a self-check on the back of the cards.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communciation

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 classify sentences according to type.	There are four types of sentences. A declarative sentence makes a statement, an imperative sentence gives a command or request, an interrogative sentence asks a question, and an exclamatory sentence expresses strong feeling.	identifying	A. Give students examples of declarative and interrogative sentences and have them identify the types of sentences.	L A 434A1	
		identifying	B. Repeat the above activity for imperative and exclamatory sentences.		
		classifying	C. Give students examples of declarative, imperative, interrogative, and exclamatory sentences. Have them list the sentences according to classification.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use common and proper nouns.	A common noun names any person, place, or thing, while a proper noun names a particular person, place, or thing. Proper nouns and proper names are capitalized. Examples are Fourth of July, Statue of Liberty and San Francisco.	identifying, analyzing	A. Give students a copy of an atlas and a list of common nouns; such as, river, continent, lake, country, state, city, or mountain. Have them find a proper noun for each common noun.		
		comprehending	B. Have students go on an expedition to find proper nouns. Give them a list of common nouns found in their homes. Have them write a proper noun for each common noun (e.g., refrigerator - Frigidaire, doll - Cabbage Patch, and dog - Lassie).		
1.02 use singular and plural nouns.	Singular nouns name one person, place, or thing. Plural nouns name more than one person, place, or thing. An "s" is used to form the plural of most nouns. When a singular noun ends with "s," "x," "ch," or "sh," add "es" to form the plural. When a singular noun ending in "y" is preceded by a consonant, change the "y" to "i" and add "es." The plural form of some nouns is formed by changing the word itself; for example, "foot, feet." Some nouns have the same plural and singular form; for example, "deer."	identifying	A. Give students the rules concerning singular and plural nouns and a list of singular nouns. Ask students to write the plural form of each noun.		
		applying	B. Have students play a game with a set of noun flash cards. Write the singular form of the noun on the front and the plural form on the back. Turn the cards so that the singular noun is facing up. Have students write the plural form of each noun. Instruct them to turn the card over to check their answers.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 use possessive nouns.	A possessive noun shows ownership. A singular possessive noun is formed by adding an apostrophe and "s" to the singular noun. A plural possessive noun is formed by adding an apostrophe to the plural noun or an apostrophe and "s" to a plural in some cases.	identifying	A. Have students make a list of objects in their homes to write as possessive nouns (e.g., Mike's coat, or children's toys).	BSF Reading 42212 L.A. 433D1	
		comprehending, synthesizing	B. Give students a list of historical figures. Have them write the people and objects the people might own (e.g., Abraham Lincoln's book). Have students use these possessive nouns in sentences.		
1.04 use action verbs.	An action verb tells what someone or something does. Like all verbs, it must agree with its subject.	identifying, applying, synthesizing	A. Show students a picture illustrating several action verbs. Have students list the action verbs depicted in the picture. Then have them use the verbs in sentences.		
		applying, synthesizing	B. Give students a list of persons, animals, and things. Have them think of two or more action verbs for each one.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.05 use present tense verbs.	Verb tense shows the time something happens. When something is happening now, the verb form will be in the present tense. Three rules for writing present tense verbs are as follows: 1) add "s" to most verbs to form present tense if the subject is a singular noun; 2) add "es" to form the present tense of verbs that end in "s," "ch," "sh," "z," or "x"; 3) do not add "s" or "es" to form the present tense of a verb if the subject is plural, or "I" or "you."	identifying applying applying	A. Give students several sentences containing present tense verbs. Have them identify the present tense verbs. B. Have students write five sentences about things that are happening now in the classroom. Instruct them to underline the present tense verbs. C. Give the students a group of sentences containing past tense verbs. Have the students rewrite the sentences in the present tense.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 use past tense verbs.	A past tense verb shows action that has already happened. The rules for writing past tense verbs are as follows: 1) add "ed" to most verbs to form past tense, 2) to verbs having a single vowel and ending with a single consonant double the last consonant and add "ed," 3) to verbs ending in "e" drop the final "e" and add "ed," 4) to verbs ending with a "y" following a consonant, change the "y" to "i" before adding "ed."	identifying applying applying analyzing	A. Give students several sentences in which the past and present tense verbs are given as possible choices. Have students identify the past tense verbs. B. Give students a list of present tense verbs and have them form the past tense. C. Give the students a list of past tense verbs and have the students write a sentence with each one. D. Put past and present tense verbs on index cards and identify on the back of each card whether the verb is past or present tense. Have students play a game, using one student as the caller. When students respond with the correct verb tenses, the cards become theirs. The student with the most cards at the end of the game wins.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.07 identify future tense verbs.	Forming the future tense involves adding "will" or "shall" to the verb.	identifying	A. Give students sentences that have past tense and future tense verbs in them. Have students underline the future tense verbs.		
		identifying	B. Put a variety of past, present, and future tense sentences on index cards. Indicate on the back of the cards the appropriate verb tenses. Provide boxes labeled "past," "present," and "future" tense. Have students place the sentences in the proper boxes. The students can check their work by turning the cards over.		
1.08 identify linking verbs.	A linking verb is a verb that connects the subject of a sentence with a word at or near the end of a sentence. Linking verbs tell what the subject is or was. Forms of the verb "be" are often used as linking verbs.	identifying	A. Give students a list of sentences that include action and linking verbs. Have students circle the linking verbs and draw a line under each action verb.		
		identifying	B. Give students a page from a magazine or newspaper and have them circle all the linking verbs.		
		identifying	C. Write several sentences on sentence strips, omitting the linking verbs. On index cards write several linking verbs. Have students work independently to identify a linking verb for each sentence.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.09 use helping verbs.	The helping verb works with the main verb to show past, present, or future action. Helping verbs are often called auxiliary verbs and include all forms of the verb "be."	applying	A. Provide students with a list of helping verbs and several sentences in which the helping verbs have been omitted. Have them select an appropriate helping verb for each sentence.		
		applying	B. Show students a picture of a dinosaur. Give them a list of helping verbs. Have them use each helping verb in a sentence about the dinosaur.		
1.10 use pronouns.	A pronoun takes the place of a noun and must agree with the noun in person, number and gender. Pronouns can be singular or plural.	synthesizing, applying	A. Have students make a list of nouns. Have them substitute a pronoun for each of the nouns.		
		applying	B. Give students a list of pronouns. Have them use the pronouns in sentences about the class.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.11 use possessive pronouns.	A possessive pronoun shows ownership and takes the place of a possessive noun.	applying, comprehending	A. Give students sentences in which possessive nouns are used. Have them substitute possessive pronouns for the possessive nouns.		
		applying	B. Have each student write a letter to someone in a foreign country. Instruct them to use at least five possessive pronouns in their letters.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.12 use adjectives.	An adjective describes or tells more about a noun. Adjectives can tell which, how many, what kind, and can be used to show comparisons.	identifying	A. Give students a page from a magazine or newspaper and have them underline all the adjectives.		
		applying	B. Give students a list of adjectives and a paragraph in which all adjectives have been omitted. Have students choose appropriate adjectives to make the paragraph more interesting.		
		applying	C. Divide the class into two teams. Give the teams sentences that include the same number of adjectives. The teams score a point each time an adjective is identified.		
		comprehending, synthesizing	D. Put several sentences on the board and compile a list of adjectives that describe the noun in each the sentence. The words can answer how many, which, or what kind. Ask students to develop sentences using adjectives.		
1.13 use articles.	"A," "an," and " the" are adjectives which are called articles. The article "the" is used with both singular and plural nouns: "a" and "an" are used with singular nouns. "A" is used to precede a word beginning with a consonant sound; "an" precedes a word beginning with a vowel sound.	identifying	A. Give students a paragraph and have them circle all articles.		
		applying	B. Give students a list of words about the topic "Space." (Uranus, rocket, astronaut, and Apollo 11) Have students use the articles "a" and "an" correctly with each word.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.14 use adverbs.	Adverbs are words that describe "when," "where," "how," and "to what extent." Adverbs are also used to compare actions.	identifying	A. Give students a list of sentences that include adverbs. Have students draw a line under the verb in each sentence. Then have them ask the questions "when," "where," "how," and "to what extent" to find the adverbs. Have them circle the adverbs.		
		applying	B. Give students a sentence in which the adverb has been omitted. Have students use as many different adverbs in the sentence as possible.		
		synthesizing	C. Write a sentence on the board and compile a list of adverbs that describe the verb in the sentence. Do this for more than one sentence. Then ask students to develop sentences using adverbs.		
1.15 identify predicate adjectives.	A predicate adjective follows a linking verb and describes or tells more about the subject.	identifying	A. Give students sentences in which linking verbs are followed by predicate adjectives. Have students draw two lines under the linking verb and circle the predicate adjective.		
		identifying	B. Give students a paragraph that contains predicate adjectives. Have students circle the predicate adjectives and draw an arrow to the nouns they describe.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use rules of capitalization in sentences.	The first word of a sentence, the pronoun "I," abbreviations, initials, and proper nouns are capitalized.	applying	A. Give students several sentences to rewrite, using capital letters where they are needed.		
		applying	B. Give students a paragraph in which proper nouns need to be capitalized. Have students correct the paragraph.		
1.02 use rules of capitalization in titles.	The first word, the last word, and all important words in the titles of books, poems, and stories are capitalized.	applying	A. Have students copy several titles, using capitalization rules.		
		synthesizing	B. Give students copies of stories or poems with the titles omitted. Have them write appropriate titles following rules for capitalization.		
1.03 capitalize appropriate words in poems.	In poem titles the first word, the last word, and all important words are capitalized. In many poems the first word in every line is also capitalized.	applying	A. Read a poem to the class, withholding the title. Ask students to choose an appropriate title from several suggested titles. Have them write their choices using appropriate capitalization rules.		
		applying	B. Have students copy a poem from a model in which all capital letters have been omitted. Have them correct the capitaliztion errors.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 capitalize addresses.	Each word in the name of a street, town, city, state, and country begins with a capital letter. Abbreviations are often used in addresses and begin with a capital letter.	evaluating	A. Have students proofread several addresses for correct capitalization using a model.		
		applying, synthesizing, evaluating	B. Have students address an envelope and proofread for correct capitalization using a model.		
1.05 capitalize appropriate words in friendly letters.	At this time students should follow all rules of punctuation and capitalization regarding dates, addresses, sentences, and proper nouns. In addition, the first word in the greeting and closing of a letter requiries capitalization.	applying	A. Have students correct each part of a friendly letter from a model, using rules of capitalization.	LA 434E1	
		evaluating	B. Provide students with a letter written by the teacher to the class. Have students check the teacher's letter for capitalization errors using a model.		
1.06 capitalize appropriate words in outlines.	In an outline follow the rules of capitalization for titles. The first word in the topic and subtopic is capitalized. All rules of capitalization for sentences apply when writing an outline.	identifying	A. Using a model of an outline, identify with the students parts of an outline, including standard rules of capitalization. Have students copy the model, underlining all capitalized letters with a colored pen. This can serve as a model for correct outline form.		
		applying	B. Have the class correct an example of an outline, using rules of capitalization.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use periods, question marks, and exclamation marks.	A period is used after statements and commands. A question mark is used to end a sentence that asks a question. An exclamation mark is used to end a sentence that shows strong emotion or surprise.	applying	A. Give each student a set of three cards; one with a period, one with a question mark, and one with an exclamation point. As sentences are read to the class, have the students hold up the appropriate punctuation card.		
		applying	B. Give students a list of sentences in which the punctuation has been omitted. Have students supply the correct punctuation with colored pencils.		
1.02 use periods for abbreviations, initials, and titles.	A period is used after standard abbreviations for words, after letters when used as initials, and for titles such as "Mr.," "Mrs.," "Ms.," and "Dr."	applying	A. Give students a paragraph having no periods. Include abbreviations, initials, and titles as well as statements and commands. Have them supply the periods. This activity could be made into a game by timing the students.		
		applying	B. Give students a list of abbreviations, initials, and titles. Have them supply the correct punctuation.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 use an apostrophe.	An apostrophe is used to show that a letter or letters are omitted in contractions and to show possession.	identifying	A. Give students a list of contractions in which the apostrophes have been omitted. Have students insert apostrophes with a colored pen.		
		applying	B. Give students several sentences indicating ownership but having no apostrophes. Have students correct the sentences.		
		applying	C. Dictate a list of contractions and possessive nouns to the class. Have students write the list of words appropriately.		
1.04 use a comma.	Commas are used in dates, in words in a series, after the greeting and closing on a letter, to separate cities and states, and between a quotation and the rest of the sentence.	identifying, applying	A. Give students a letter that includes a date, greeting, closing, city, and state but no commas. Have them proofread for comma omission.		
		identifying, comprehending, applying	B. Give students sentences in which words in a series are used. Have students insert commas where they are needed and tell how many items are in the series.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 432D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 use quotation marks.	Quotation marks come in pairs and are used to indicate the words a person actually said. They are also used to enclose the titles of poems and stories.	applying	A. Give students a list of poems and stories. Have them write the titles correctly.		
		identifying, applying	B. Pick a page in the students' basal reader that includes conversation. Have students count the quotation marks on the page.		
		applying	C. Give students a copy of a dialogue in which the quotation marks have been omitted. Have students write the dialogue correctly.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 433A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 spell words that have consonant sounds.	Students at this grade level should know all consonant sounds. Instruction should concentrate on the students' ability to recognize a sound and transfer that knowledge to a written symbol.	comprehending	A. Dictate a list of words containing consonant sounds to the students. Have students write the consonant sounds they hear.	BSF Reading 42202	
		applying, categorizing	B. Give students a list of words containing consonant sounds in the beginning, medial, and ending position. Have students write the words in the proper categories.	BSF Reading 42202	
		applying, analyzing	C. Give students a paragraph containing incorrect spellings of words with double consonants. Have students find and correct errors.	BSF Reading 42202	

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 433A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 spell words that have consonant digraphs.	A consonant digraph is a single consonant sound spelled with two letters. As part of this objective, students should learn how to use these digraphs to spell words.	applying	A. Give students a list of words in which the consonant digraph has been replaced by the sound. Have the students spell the words correctly. Example: lauf-laugh.	BSF Reading 42202	
		synthesizing, comparing	B. Have the class as a group make a list of words that begin or end with the letters "ch." Ask the class to make a second list of rhyming words that contain the "tch" spelling, such as witch, switch, and pitch. Then ask the students to compare the /ch/ sounds in the lists.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 433A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 spell words that have consonant blends.	Consonant blends are consonant sounds that come together in a word. Consonant blends can be spelled with two or three letters and may be found in the initial or final position in a word. As part of this objective, students should learn how to use these blends to spell words.	applying	A. Have student list all words containing consonant blends found in a reading selection.	BSF Reading 42202	
		applying, grouping	B. Give students a list of words beginning and ending with consonant blends. Have students draw two circles on their papers. Instruct them to write all words beginning with consonant blends in the first circle. The words ending in consonant blends will be written in the other circle.	BSF Reading 42202	
1.04 spell words that have short vowel sounds.	The short vowel sounds for "a," "e," "i," "o," an "u" are usually spelled with the single letters "a," "e," " i," "o," and "u." A single vowel letter followed by a consonant other than" r" usually represents its short sound in an accented syllable. Vowel digraphs such as "ea," "ai," "ay," and "ie" can also make short vowel sounds.	identifying, grouping	A. Give students a list of words that include "a," "e," " i," "o," or "u" as short vowels. Have them underline the short vowel in each word and group the words according to sound.	BSF Reading 42204	
		applying	B. Give students a list of words containing short vowel sounds. Have students write all the one syllable words with short vowel sounds.	BSF Reading 42204	

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 433A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.05 spell words that have long vowel sounds.	Students at this grade level should know the long vowels and their sounds. Instruction should concentrate on the various spellings of the long vowel sounds.	identifying	A. Give students a list of words that include long and short vowel sounds. Have students identify the words that include long vowel sounds by circling those words.	BSF Reading 42204	
		applying	B. Give students a list of words and a list of word clues. (e.g., Which word on the list begins with a consonant, has one syllable, and ends in "e"? - size)	BSF Reading 42204	
1.06 spell words that have vowel digraphs.	A vowel digraph is a single vowel sound spelled with two letters. The vowel sound may be long or short. Instruction should reinforce the student's ability to recognize the various spellings for vowel digraphs and transfer that knowledge to spell words.	applying	A. Write words containing the vowel digraphs "ay," "ea," "ee," and "oa" on index cards. Divide the class into two teams. Have one team select a card, tell the long or short vowel sound the digraph in the word represents, and spell the word. If the team answers correctly, they score 10 points. The team that is the first to get 100 points wins.	BSF Reading 42204	
		applying, comprehending	B. Give students a list of words that contain the vowel digraphs letters "ey," "ew," "ei," "ie," and a list of their definitions. Have students write the list words beside the definitions.	BSF Reading 42204	

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 433A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 spell words that have vowel diphthongs.	A vowel diphthong is a two-letter vowel combination having a unique sound. The emphasis of this objective is for students to use these diphthongs to spell words.	applying, classifying, grouping	A. Discuss with students the /ou/ sound spelled "ow" and "ou." Give them a list of words that include both spellings for /ou/. Have them write the words in groups according to spellings.	BSF Reading 42204	
		applying	B. Give students a list of words including the "oi" and "oy" spellings for /oi/. Have students write all the two-syllable /oi/ words.	BSF Reading 42204	
		applying	C. Have students practice writing words that include vowel diphthongs by writing the diphthong in a different color from the rest of the word. Instruct students to say the word as they write it. Then have them get with a spelling partner and spell the words.	BSF Reading 42204	

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 433A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.08 spell words that have r-controlled vowels.	R-controlled vowels are vowels followed by "r" having a unique sound. It is said that "r" controls the vowel sound.	applying	A. Provide students with a list of words that are spelled with "r" controlled vowels. Give them a paragraph containing blanks and have students choose the correct word to fill each blank.	BSF Reading 42204	
		applying, comparing	B. Give students a set of words that are spelled with "r" controlled vowels. Have them think of other words containing "r" controlled vowels that rhyme. Write the rhyming words on the board and discuss the different spellings for the same sound.	BSF Reading 42204	
1.09 spell words that have the schwa sound.	Schwa is the name given to the sound often associated with vowels in unaccented syllables. Schwa is represented by the pronunciation symbo" ə." The schwa sound is the sound you hear in the following words: "a" in against "e" in children "i" in pencil "o" in dragon "u" in upon The schwa sound is unique. It is neither short nor long.	applying	A. Give students a list of words and a list of their phonetic spellings. Have students write a list word for each phonetic spelling.	BSF Reading 42203	
		applying	B. Give students a list of words. Have them write all the words from the list containing the schwa sound spelled e. This activity can be repeated for other schwa spellings.	BSF Reading 42203	
		applying	C. Have students practice words whose pronunciation includes the schwa sound. Have them spell the word, saying the schwa letter in a loud voice and the remaining letters in a low voice.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 433B1.00 To understand and spell correctly appropriate grade level words

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 spell fourth grade level words.	Students' spelling skills rely on decoding skills and sight vocabulary for success. Many different sequences are used in teaching decoding skills. The ideal time to introduce a new decoding skill is when the student has a need for it and is ready to learn it. Teachers should not, however, hesitate to teach a new skill even though it deviates from a previously planned sequence in order to meet the individual needs of each child. Sight word vocabulary lists may be used in conjunction with the basal speller. Students should also be encouraged to spell difficult words that are below fourth grade level.	organizing	A. Have students keep a notebook of difficult words. Set up a bulletin board that allows students to add a word from their notebooks as they are able to master a word that previously gave them difficulty.		
		applying	B. Have students use appropriate lists of words to be mastered in daily activities; such as, creative writing, partner spelling, spelling games, and when writing in related subjects.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 433C1.00 To understand the roles of study steps and proofreading in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use a study step plan to spell words.	Study step plans are varied. A good study step plan will help visual, auditory, or tactile learners. Some students may have several of the sensory learning styles. As part of the learning process, students should be aware of the method that works best for them. Some students will reach this level of awareness early in their school programs while others take a longer time to realize how they learn best. The study step method in the students' basal speller can provide structure for learning. The emphasis in this objective is not to point out that one study step plan is recommended over another but that a plan in itself is important.	applying	A. Have students copy a study step plan such as the following: 1) look at the word 2) pronounce it 3) say the letters in the order they occur 4) repeat the letters in sequence with the eyes closed 5) write the word without looking at it 6) check the word for correct spelling.		
		applying	B. Have students use the study step plan to study their weekly words. Have them discuss how the plan helped them learn the words.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 433C1.00 To understand the roles of study steps and proofreading in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 proofread for errors.	A complete proofreading checklist is provided in the Language Arts Composition strand 434F1. The emphasis of this objective is to make students aware that proofreading for errors in spelling is a valuable tool in the spelling process.	evaluating	A. Have students copy the following proofreading steps for spelling and use them to check spelling errors: 1) check letter sequence 2) check capitalization and punctuation that affects spelling 3) check prefixes and suffixes 4) check for letter omission.	L.A. 434F1	
		applying	B. After students complete their weekly spelling tests, have them proofread their work before handing in their papers.		

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LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 433D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use base words.	A base word is the simplest form of a word. It is sometimes called a root word.	identifying	A. Give students a list of familiar words and ask them to underline the base words.	BSF Reading 42207	
		applying, identifying	B. Give students a list of spelling words. Have them write the base words in blue pen and the endings in pencil.	BSF Reading 42207	
1.02 use prefixes to form words.	A prefix is a syllable or syllables added to the beginning of a word. The meaning of the word is changed.	identifying	A. Give students a list of words that include prefixes. Have them underline the prefixes.	BSF Reading 42205	
		applying	B. Give students several prefixes and their meanings. Have students add these prefixes to base words to form new words.	BSF Reading 42205	
1.03 use suffixes to form words.	A suffix is a letter or letters added to the end of a base word. Specific instruction can be found in basal spellers. It is recommended that the suffixes are taught separately.	identifying	A. Give students a list of words that include suffixes. Have students underline the suffixes.	BSF Reading 42206	
		applying	B. Give students a list of suffixes and their meanings. Have students add these suffixes to base words to form new words.	BSF Reading 42206	

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 433D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 recognize syllable patterns.	The ability to break words down into syllables is an aid in learning to spell. Each syllable in a word has one vowel sound. When you divide a word into syllables, you can follow syllable patterns such as VC/CV, /Cle, V/CV, and VC/C. These rules apply to most words.	identifying	A. Give students a list of words including words with the VC/CV ,V/CV, and VC/V patterns. Have students draw a line through the words with the VC/CV pattern.	BSF Reading 42213	
		identifying	B. Using the words in Activity A, have students identify the long or short vowels in the first syllable.		
		identifying	C. Now have students identify which spelling pattern is used for each word, V/CV or VC/V, according to the long or short first syllable vowel sound.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 434A1.00 To understand the elements of a complete sentence

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 distinguish complete and incomplete sentences.	A sentence is a group of words that consist of a subject and predicate and expresses a complete thought. Words are placed in a sentence in an orderly manner. Sentences begin with a capital letter and end with a period, question mark, or exclamation point.	analyzing	A. Give students a group of complete and incomplete sentences. Have them label the examples.		
		analyzing, categorizing	B. Have students identify two categories on a piece of paper for complete and incomplete sentences. Then give them a group of complete and incomplete sentences to place in the proper categories.		
		applying, synthesizing	C. Give students a group of incomplete sentences. Have them supply the missing subject or predicate to complete the sentence.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 434B1.00 To understand paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 identify the parts of a paragraph.	A paragraph is a group of sentences about one idea. The main idea is expressed in a topic sentence, which is often the first sentence of the paragraph. All other sentences support the topic by stating details that tell more about the topic sentence. The first sentence in a paragraph is indented.	identifying	A. Distribute a newspaper or magazine page to each student. Ask students to circle five paragraphs on the page. Then ask students how they knew where the new paragraphs began.		
		identifying	B. Write two or three paragraphs on the board. Have students pick out the topic sentence in each.	L.A. 435A1	
1.02 identify relevant and irrelevant information in a paragraph.	A paragraph is a group of sentences that tells about one idea. Each sentence in the paragraph conveys or supports the main idea. If a sentence does not convey or support the main idea it is not relevant to that particular paragraph and should be omitted.	identifying	A. Give students a paragraph in which several sentences are not relevant. Have students identify the sentences that do not belong.		
		identifying	B. Give students a topic sentence and several sentences with relevant and irrelevant information about the topic sentence. Have them identify the relevant sentences and write them under the topic sentence to form a paragraph.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 434B1.00 To understand paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 write a paragraph.	Students at this grade level should be able to write a paragraph that conveys a main idea, has a topic sentence and detail sentences, and begins with an indented line.	applying, synthesizing	A. Pass out a topic sentence to each person on a slip of paper. Have each student write detail sentences to go with the topic sentence and arrange them in a paragraph.		
	Instruction should note that the topic sentence is usually the first sentence. The emphasis of this objective is on paragraph structure.	applying, synthesizing	B. Ask students to write a sentence about something of interest to them. Tell them this will be the topic sentence and ask them to write four more sentences that will give details about the topic sentence. Remind them to indent the first line.	BSF Reading 42118	

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 434C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 write a poem.	A poem is a means of communicating through the use of descriptive language. Some poems use comparisons to describe things.	applying, synthesizing	A. Show students a picture of an animal and have them write descriptive phrases about the animal. Use these phrases in a poem.		
	Poems may or may not rhyme.	applying, synthesizing	B. Have students write riddle poems entitled "What Am I?". Let them pick an object and write a poem using descriptive phrases about the object.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL 43000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 434C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.02 write a factual or descriptive paragraph.	Students have already been introduced to the process of writing sentences in paragraphs. This objective is intended to encourage students to write sentences that give information. They should answer the questions "who," "what," "when," "where," "why," and "how" with their statements. A descriptive paragraph is a group of sentences that describe or tell about something. The creative process in which the writer originates and develops the paragraph is emphasized in this objective. A descriptive paragraph not only describes how something looks visually, but also describes how it feels, tastes, or smells as well.	applying, synthesizing	A. Have students report on a school event. In a "Press" notebook, have them identify the questions "who," "what," "when," "where," "why," and "how." Instruct them to make notes during the event. Have them use the notes to write a paragraph reporting the event.		
		applying, synthesizing	B. Have students write a paragraph about something they did over the weekend. The paragraph should include sentences that answer the questions "who," "what," "when," "where," "why," and "how."		
		applying	C. Show students examples of several works of art depicting people. (Photographs may also be used.) Have students write a paragraph describing the person.		
		applying, illustrating	D. Have students draw a picture of a landmark in their community leaving space to write a descriptive paragraph. These paragraphs and drawings can be assembled into a travel brochure.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 434C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 write a story.	The three elements that make up a story are: 1) character(s) - the people or animals in a story 2) setting - where and when the story takes place 3) plot - what happens in the story. Students should be able to identify the elements of a story as part of the prewriting stage of composition. The writing stage of composition involves developing the elements in three parts, a beginning, middle, and an end in a first draft. The story is then revised. Proofreading is part of the revision process.	applying, synthesizing	A. Have students write a story about a school experience. Have them illustrate the story . B. Have students write a story entitled, "A Day in the Life of_____."		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 434D1.00 To understand creative expression through writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 formulate ideas.	The emphasis in this objective is on the prewriting stage of composition. Ideas for written composition may be original or gathered from other sources. Brainstorming, free-form writing, imagining, questioning, talking with others, and reading are some ways of forming and developing ideas for writing. The ideas that are formulated can then be organized in written form for composition activities.	creating	A. Have students brainstorm the topic "feet." Give them a reasonable amount of time to write down their ideas. Have students use their ideas to write a paragaraph entitled "If My Feet Could Talk."		
		applying, synthesizing	B. Have students prepare to write for a timed period. Instruct them to think about inventions for the next 10 minutes and write down any ideas or thoughts about the subject. Then have students share their thoughts and ideas with one another. Have them use their ideas to write a paragraph entitled "My Greatest Invention."		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 434E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 write an invitation.	An invitation is a note that invites someone to a special event. The information included in the invitation should answer the questions what, where, and when about the special event.	listing, synthesizing	A. Have students list reasons for sending invitations. Now have them pick one of the reasons and write someone an invitation to the event, using a model.		
		synthesizing	B. Plan a class party. (This activity could be centered around an existing class party.) Have students write invitations for the party.		
		synthesizing	C. Have students write an invitation to a trip they plan. Let them use an atlas to help choose a destination for their imaginary trip. They must be sure to tell when, where, and what to bring.		
1.02 write a letter.	A letter is a way to communicate to others. Heading, date, greeting, body, closing, and signature are the parts of a letter. Refer to the basal text for instruction and placement of letter parts. Friendly letters and thank-you notes are stressed at this grade level.	applying, synthesizing	A. Using a model as a guide, have students write a class letter. The letter can be to the principal, a classmate, or their parents. Have students copy the finished letter from a model and deliver it.	LA 432C1	
		applying, synthesizing	B. Using a model as a guide, have students write a thank-you note to a famous Tennessean in appreciation for their contributions to this great state.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 434E1 00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 address an envelope.	An envelope is a means of sending communication. The return address, mailing address, and the stamp are the parts of an addressed enveloped. Refer to the basal text for instruction and placement of envelope parts.	applying	A. Have students draw an envelope on their papers. Now have them copy the parts of an envelope from a model.	LA 432C1	
		applying	B. Give students blank envelopes. Using the model, have them address an envelope to mail the invitation they wrote in 1.01 Activity B.		
1.04 write directions.	Directions are given as an order to do something or to tell how to do something. Directions are given sequentially and the words "first," "last," "next," and "then" are helpful in showing sequence. Directions can be oral or written. The emphasis in this objective is placed upon writing directions.	applying	A. Show students a model of a recipe for playdough. Using the model as a guide, have students write the directions as you perform them. Discuss sequence and the importance of clear directions.		
		synthesizing, ordering	B. Have students write directions for making a sandwich, washing hands, setting a table, etc.		
		synthesizing, ordering, applying	C. Have students write simple directions for making a sundae. Let students follow their own directions to make a small sundae.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Writing

GOAL: 43000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 434F1.00 To understand revision and proofreading skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 proofread for errors and revise writing.	The final phase of any writing composition is checking for errors. The writer will proofread for omitted words, legibility of handwriting, punctuation, capitalization, spelling, and paragraph indentation. Many times a writing project can be improved by revising it for better word choice. Editing procedures are left to the discretion of the teacher.	synthesizing, evaluating, analyzing	A. Have students evaluate any written composition using the following checklist: 1) Is my handwriting legible? 2) Did I use proper capitalization? 3) Did I use correct punctuation? 4) Did I spell each word correctly? 5) Did I indent paragraphs? 6) Is revision necessary?		
		applying, evaluating, analyzing	B. Have students pick a proofreading partner. Let the partners proofread each other's work and return the work for necessary revisions.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 435A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 make and describe observations.	A skilled observation is different from a casual look at something. The skilled observer looks at appearance and/or behavior in evaluating an action, object, or person and does not integrate personal feelings or perceptions in that observation. The ability to make skilled observations is important to many fields of study. Skilled observations are used in science as a part of the fact-finding and experimentation processes. Writers make skilled observations when they gather information about what they will write. Individuals in the area of social studies must be able to record events in an objective manner. Observations are used in making measurements in both math and science.	comprehending, applying	A. Have students pick a household appliance about which they can make observations. Tell them to make a list of these observations that include the description and use(s) of the appliance.		
		comprehending, applying	B. Have students select an animal to observe for a period of time and make several observations about its actions.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 435A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 formulate questions to gather information.	Students use questions to gather information. They should learn to ask who, what, when, where, why and how types of questions, and to ask those questions in a manner that will provide them with the information they are seeking. To accomplish this, they must first select a topic in which they are interested. Then they have to identify gaps in their schema (their understanding of the topic). Finally, they must ask questions that will fill the gaps in their schema. Students may need to be encouraged not to consider their questions simple. Each person approaches things with a different schema. Consequently, what is understandable to one person may not be to another. Questions can be answered in a variety of ways.	applying, analyzing, synthesizing applying, analyzing, synthesizing	A. Have students bring a picture of themselves when they were young. Next, have them break into groups and ask one another "who," "what," "when," "where," and "why" questions about the picture. B. Bring a "mystery picture" to class. This picture can be of an antique or modern tool or invention. Have students ask questions to find out the use of the tool or invention.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization Skills

TERMINAL OBJECTIVE: 435A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 make comparisons and contrasts.	Students at this age are developing the ability to note the characteristics of objects and to use these characteristics to show how two things are alike or different. They may use the words "like" and "as" to state that one object is similar to another. They are learning to use synonyms and antonyms. They also are learning to use comparative and superlative adjectives.	comparing, contrasting	A. Give students advertisements from two grocery stores. Have them work in pairs to compare/contrast the prices of similar items, such as hamburger meat, shampoo, frozen peas, etc. Now have students make a comparison chart of quantity and price.		
		analyzing	B. Give students a chart to compare/contrast the temperatures of certain cities during a particular month. Have them write comparison statements, using the chart as reference; for example, Atlanta is 5 degrees warmer than Richmond.	Sc. 453K1	
1.04 classify.	Students are improving their ability to classify objects at this age. They are developing an ability to assess a variety of characteristics and categorize objects into more than one class. They are beginning to note that one class may be a subset of another class.	classifying , analyzing	A. Have students choose a state and see how many classifications this state would fall under, for example: 1) It is a state within the United States. 2) It is a southern state. 3) It is a citrus growing state. 4) It is a popular vacation state.		
		classifying, analyzing	B. Given a set in math, have students classify and organize it into equivalent subsets.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 435A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 sequence.	Sequence tells the order of objects or events. Students at this level have an ability to order numbers in a pattern and can put from four to six events in order. Many times sequence is not directly stated and must be inferred from clues found in a selection. In identifying sequence, the terms "first," "last," "next," "finally," "soon," "later," and "then" can be helpful.	applying, sequencing	A. Have students make a time line of states in the order they were admitted to the union.	BSF Reading 42113	
		applying, sequencing	B. Have students use their basal science texts or other resource books to gather information about food chains. Instruct them to draw and label a simple food chain.	BSF Reading 42115	
		comprehending, identifying	C. Read a passage or story to the students and have them listen for the order the events took place. Have the students put the events in sequential order.	BSF Reading 42115	
		applying	D. Have students participate in a sequence relay. Give a set of oral directions for students to follow. For example, "Bounce the ball three times, skip to the chalk line, hop three times, and crawl on all fours back to the starting line."		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 435A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.06 make inferences.	Making inferences involves identifying an event or a thing without being told about that thing's occurrence or existence. To make an inference, students must have the background experience to understand the facts of the situation, the inferred experience, and the relationship between the two. Then they must identify the inferred experience. Students should be able to read a simple story and make inferences about things implied in the story.	applying, analyzing	A. Have students read an excerpt from a basal text. Give them a list of questions and have them decide whether the answer to each question is factual (directly stated in the text) or inferential (not directly stated). Discuss what facts were used to answer each inferential question. Compile all the questions into a study guide that the class can use for later reference.		
		applying, analyzing	B. Give students a scene to role-play; for example, someone getting a bad report card, someone winning a prize, or someone talking about another person in a hurtful way. Have students infer how the different characters feel in the situations.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 435A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.07 draw conclusions.	When people draw a conclusion, they determine the necessary consequence of two or more events. In order to do this, students must understand the events involved and must know how to reach conclusions from those events.	applying, analyzing	A. Have students collect labels from food packages. Discuss various ingredients as a class. After analyzing the labels, students should reach conclusions as to whether or not the foods are healthful.	BSF Reading, 42130, 42133	
		applying, analyzing	B. Give students several clues as to the location in the classroom of a hidden object. Based on the "evidence," have students draw conclusions to solve the "mystery of the missing object."	He. 461G1, 461G2	

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 435A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.08 make generalizations.	In order to make generalizations, students will need to know how to derive a general principle, rule, or law from a situation. They will need to understand that laws and principles are basic doctrines, assumptions, or rules by which people live. Students must understand the particular situation with which they are working.	analyzing, evaluating applying, analyzing	A. Have students read one or more of Aesop's Fables. Ask them to identify and discuss the moral of each fable they read. As a part of the discussion, ask them to give one or more reasons why the moral was a good moral based on the events in the story. B. Give students examples of simple infractions of the law; such as, littering, speeding, parking in the wrong place, jaywalking, and riding a bicycle on the interstate. Discuss with them the penalties that are imposed as a result of the infractions. Have students arrive at a generalization; such as, "If you break the law, you must pay a price."		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 435A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.09 predict outcomes.	A prediction is a speculation or anticipation about what may happen. A prediction is based on past and present events that can affect a future occurrence. A prediction, in a sense, is an extension of a pattern. For example, in math a prediction can be a speculation on what the next number in a series would be. In science a prediction is called a hypothesis. A hypothesis is based on research. At this grade level the research would involve information readily available to the students.	synthesizing	A. Perform a science experiment for the class in which students are required to predict the outcome.		
		synthesizing	B. Give students a simple sequence of numbers and ask them to predict the next number.		
		synthesizing, appraising	C. Read a passage or story to the students, stopping at several points in the selection. Ask students to write down what they think will happen next. As you continue to read, have students listen to see if their predictions were correct.	BSF Reading 42124	
		ordering, drawing, evaluating	D. After students have had some practice predicting and identifying sequence, give them a piece of drawing paper divided into four sections. Read a selection, stopping right before the outcome. Have students draw in sequential order three events, saving the last section for their prediction. Read the selection again and have students check their drawings for correct sequence.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 435A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.10 make judgments.	In the final stage of the investigatory process, the individual makes a personal evaluation about the conclusions reached. A judgment reflects the values and opinions of the person. Judgments may be used as a basis for continuing investigation or may be stored in memory for future reference. To make a judgment, students will have to understand the subject about which they are making the evaluation and to identify basic principles by which the judgment will be made. Students at this age will have difficulty weighing a variety of abstract options when they make judgments. They should be encouraged to state their judgments clearly.	analyzing, evaluating analyzing, evaluating	A. Give students catalogues and instruct them to pick out five toys they would like to own. After reading the description of each toy, have students make a list of the benefits of owning that particular toy. Now have students compare the benefits and make a judgment about which toy would be the best one for them to own. B. Read students a problem situation and resolution. Considering the information, have students judge whether the solution to the problem was the best possible solution. Ask them to think of other ways the problem could be solved.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 435A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.11 solve problems.	Students should be encouraged to use their thought processes in a unified manner. This will help them plan for a situation, gain a better understanding of a circumstance, or solve a problem. When people solve problems, they select a strategy they hope will result in the desired solution. The strategy includes these basic steps: 1) identifying a topic; 2) planning to collect data; 3) gathering information; 4) organizing the information; 5) summarizing the information; and 6) developing a new (or personal) perspective. Students should be given problem-solving situations in which more than one option is apparent. At this level they will need considerable direction with problem solving and will have difficulty with fully conceptualizing a situation.	analyzing, synthesizing, evaluating	A. Give students a hypothetical situation; such as, "You have $10 to spend for Christmas gifts, and there are five people to buy gifts for." Have students describe possible solutions to the problem.		
		analyzing, synthesizing, evaluating	B. Have students brainstorm possible problems the Pilgrims faced. Discuss realistic solutions.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 435A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.12 use a systematic plan.	A systematic plan is an organized way to accomplish a task or reach a goal.	applying	A. Have students make a contract for learning a certain number of spelling words in a week. Give students a form on which to record their spelling goals.		
		applying	B. Have students make a daily learning log of their assignments.		
		applying	C. Give students a situation; such as, building a house. Have them decide in what order the various parts of the house should be constructed; for example, the windows, foundation, wiring, plumbing, roofing, landscaping, etc. Have them make a building plan.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 435B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 brainstorm ideas.	Students brainstorm to generate ideas, which they then evaluate and develop in an original way.	synthesizing	A. Have students brainstorm possible modes of transportation, beginning with travel on foot up to present- day modes of travel, and predict future modes of travel. On a time line mural, have students illustrate these modes in connection with "getting to the market."		
		synthesizing	B. Have students use brainstorming as the initial stage of a class project that is relevant to the current area of study.		
1.02 create an original idea.	Emphasis should be on letting the student realize that there is more than one approach to a problem or situation.	synthesizing	A. Have students use the ideas brainstormed in 1.01 to generate an original approach. Use questions to stimulate creativity; for example, "How would you transport goods more efficiently? Can you think of a means of transportation that no one else has considered?"		
1.03 elaborate on an idea.	The student should be encouraged to develop a unique approach to an existing idea.	synthesizing	A. Show students a common invention and have them discuss how they would make it different.		
			B. Give students a short story and have them rewrite it to make it different.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 436A1 00 To understand the use of listening skills in gathering information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 follow directions	Directions are given as an order to do something or to tell how to do something. Directions are given sequentially, and the words "first," "next," "next," and "then" are helpful in showing sequence. The emphasis in this objective is placed on following oral directions.	applying	A. Record students' spelling words on tape to be used as a pretest. Give students precise directions on the tape that follow a pattern for taking a spelling test; for example, "Number your paper from 1 to 15. Put your name in the upper right-hand corner of the paper. Listen while I say the word; use it in a sentence, and say the word again. Then write the word." Have students take the pretest in this manner.	LA 433B1	
		applying, synthesizing	B. Have students work in pairs. One student will give directions for the other to follow. Instruct students to give 3-step directions that can easily be done on paper at their desks.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 436A1.00 To understand the use of listening skills in gathering information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.02 listen for specific information.	Students will gather more information if they listen with a purpose. Thinking of questions and answers during the listening process helps in the gathering of information.	applying	A. Give students a form listing specific information they are to gather from an interview, discussion, or speaker. Have the students complete the form.		
		applying, synthesizing, questioning, evaluating	B. Show students a picture that illustrates a selection. Have them write down several questions about the picture. Instruct them to listen for the answers to their questions as you read the selection. Read the selection again and have students check their answers.		
1.03 take dictation.	Writing from dictation requires integrating the process of listening with the process of production. It considers rules of spelling and capitalization, as well as correct letter formation. Writing from dictation at this stage is a precursor to taking notes.	applying	A. Dictate sentences to the class as part of a spelling lesson. Show students a model of the sentences and ask them to correct their work.	LA 433A1	
		applying	B. Dictate a short paragraph to the class. Provide students with a correct copy of the paragraph and ask them to make any necessary corrections.		
		applying	C. Have students pick a dictation partner. The partners can practice giving and taking dictation.		

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 436B1.00 To develop an appreciation of literature through the use of listening skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 listen to a variety of literature.	Literature includes well-written poems, stories, and books. The types of literature presented should be varied and allow for a wide range of students' interests. The emphasis of this objective is on literature received by listening	applying	A. Read a classic or other well-written book to the class. Segments can be read daily until the work is complete. Have students break the book into manageable parts, assigning a group to work with each part. Allow the students to make a mural depicting the important events in the book. Have them pick a quote from the book that is most representative of their mural section.		
		applying	B. Set up a listening center in the classroom with a variety of tapes or records. Include such literary forms as folk tales, poetry, classics, ballads, and short stories.		
		applying	C. Read a tall tale to the class. Discuss the story and have students list things in the story that could have happened in reality and events that were fantasy.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expressing

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 437A1.00 To understand the relationship between vocabulary development and oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
437A1.01 use vocabulary to communicate thoughts and ideas.	Vocabulary develops through written as well as oral communication. Students will naturally increase their vocabulary as they move through their school programs. Vocabulary development incorporates content-area vocabulary. Students are encouraged to make this expanded vocabulary a part of their ever-increasing language.	applying	A. Have students keep a notebook of the new words they are able to use. Tell them that in order to add a word to the notebook they must have used the word five times correctly in an oral sentence.		
		applying	B. As students are introduced to new content-area vocabulary words, have them use this new vocabulary to write sentences, paragraphs, or stories.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 437B1.00 To use standard English in communicating effectively

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use subject-verb agreement.	Subjects and verbs must agree in number. Singular subjects require singular verbs; plural subjects require plural verbs. The "s" ending of a subject is the sign of the plural. The "s" ending of a verb is the sign of the singular. The subject may be a noun or pronoun. Correct pronoun usage as a subject should be stressed.	applying	A. Have students divide into groups and tell about: 1) the most exciting day of their lives 2) the worst day of their lives 3) their greatest wish 4) a favorite movie or book Stress the importance of using subject-verb agreement in oral communication. Tape the group discussions and have students listen to themselves individually for subject-verb agreement. Privately discuss any weaknesses with them.		
		applying	B. Show students pictures of people, places, or things. Ask them to make a statement about each picture. Have students identify the subjects and verbs of the oral sentences and tell whether or not they agree.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 437B1.00 To use standard English in communicating effectively

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 use irregular verbs.	Irregular verbs do not add -ed to form the past tense. They have special past forms. Some of these irregular verbs and their past tense forms are: give - gave, did - done, saw - seen, come - came, run - ran, and go - went.	applying, identifying	A. Read several sentences to the class, using correct and incorrect irregular verb forms. Have students show they recognize a correct irregular verb form by raising their hands. Now have them orally correct the incorrect irregular verb forms.		
		applying	B. Ask students questions using irregular verb forms. For example, "Did you do your homework?" Have them include an irregular verb form in their answer. For example, "Yes, I have done my homework."		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 437B1.00 To use standard English in oral communication effectively

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 use negatives in sentences.	A sentence is negative when "not," "no," "nothing," "nobody," "none," or "never" is added to an affirmative sentence. When the verb in the sentence is an action verb, put "do," "does," or "did" in front of "not" and use the plain form of the verb.	applying	A. State several affirmative sentences to the students. Have them restate the sentences as negatives.		
		synthesizing, evaluating	B. Have students work in pairs, telling their partners five negative sentences about things that they: 1) don't have 2) don't like 3) would not do. Have the partners discuss if this is the way they use negatives in daily conversation.		
1.04 use adjectives.	At this time comparative and superlative adjectives are introduced. When two persons, places, or things are compared, use the "er" form of an adjective. Use the "est" form of an adjective to compare three or more persons, places, or things.	applying	A. Give students a list of adjectives and have them write the "er" and "est" form of each adjective. Now let students use the comparative and superlative adjectives in an oral sentence.	L.A. 432B1	
		applying	B. Give students an oral sentence (e.g., "The girl is tall.") and have them supply a comparative sentence. (e.g., "The woman is taller.")		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 437B1.00 To use standard English in oral communication effectively

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.05 use adverbs.	At this time comparative and superlative adverbs are introduced. Most adverbs ending in "ly" are made comparative by placing the word "more" before the adverb. Adverbs ending in "ly" are made superlative by placing " most" or " the most" before the adverb. Some short adverbs are made comparative by using the "er" and "est" forms (fast - faster - fastest). Other adverbs have irregular comparative and superlative forms such as "well - better - the best;" "badly - worse - the worst." The words "good" and "well" are often used incorrectly and may require special attention.	applying	A. Give students a list of adverbs and have them write the comparative and superlative form of each adverb. Now let students use the forms in oral sentences.		
		applying	B. Divide students into groups. Give each group cards with comparative and superlative adverbs on them. Have students pick a card and use the adverb form in an oral sentence.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 437C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use expression in oral communication.	A speaker uses pitch, rate, stress, rhythm, pauses, and body language to express ideas or feelings.	identifying	A. Read students short passages that express obvious feelings (i.e., sadness, happiness, excitement, etc.). Have students identify the emotions. Discuss how a person's voice and body language can be used to convey emotion.	BSF Reading 42101	
		applying, identifying	B. Divide the class in groups. Give students passages expressing certain emotions. Have them share the passages with the group using appropriate expressions. The group will tell the speaker which emotion was conveyed.		
1.02 give oral directions.	Directions are given as an order to do something or to tell how to do something. The emphasis here is placed upon giving oral directions.	applying	A. Have students work in pairs. The partners should sit so they cannot see each other. Give one partner a geometric shape. That partner should describe the shape so that the other partner can draw it. Have them compare the shapes.		
		applying	B. Place a large paper square on the playground and identify a starting point. Have each student pick a partner. Blindfold one member of the pair. Have the other student give oral directions to guide the partner to the paper square.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 437C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 use telephone skills.	The emphasis of this objective is on speaking clearly, delivering messages, and making emergency phone calls. The idea of a business telephone call is introduced at this time. Students should be encouraged to recognize the difference between a social and a business call.	applying	A. Have students make a list of emergency numbers. Give them various emergency situations to role-play.		
		applying	B. Have students role-play receiving a phone call and taking a message for someone else.		
		applying	C. Discuss with students business and social calls. Have students role-play making business calls to place an order or acquire information.		
1.04 participate in a discussion.	In a discussion, ideas and information are shared on a specific topic. Students should be able to stick to the topic, express an idea or opinion clearly, listen attentively to others, and respect their opinions.	applying	A. Have students discuss a topic related to a project or school activity.		
		applying	B. Have students role-play various discussion situations, illustrating appropriate and inappropriate behaviors.		

LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 437C1 00 To demonstrate effective self expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 make an oral presentation.	An effective oral presentation requires careful planning and organization of thoughts. The parts of a report are the introduction, which should identify the topic, the body, and the conclusion. Choosing appropriate words to build interest enhances the presentation. Avoid using "er," "ah," "um," etc. The pitch and clarity of the voice, and the speed with which one speaks affect the quality of the presentation. An oral presentation on this level can be an explanation of a project, a book report, or an oral report about a given topic. The length of the presentation should be limited by the teacher.	applying	A. Find a short play in which the class can participate. This activity could be done in groups, making sure everyone has a part.		
		applying, synthesizing	B. Give students an object in the classroom and have them make a presentation convincing others to "buy" that particular object. Give students a time limit for their presentations.		
		applying	C. Have students make one-minute presentations on an experience they would like to share.		

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LANGUAGE ARTS - GRADE 4

SUBJECT AREA: Thinking and Expression

GOAL: 43000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 437C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 interview someone.	An interview is a way to gather information from someone by asking "who," " what," " when," " where," and "how" questions. Questions used by the interviewer should be prepared ahead of time.	applying	A. Ask students to identify someone outside the classroom that they would like to interview. Have them list three things that they would like to learn from this person. Using the list, have them write some "who," "what," "when," "where," and "how" questions they can use in the interview. Have students interview the person. The interview can be written or tape recorded.		
		applying	B. Have students interview one another using prepared questions.		